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**To:** Tom Adams  
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Simply, why am I enthusiastic about the current HSS framework standards having the learning potential to open local windows in 8th grade 19th Century US History? I see the wonderful result of common-core inquiry of developing the necessary knowledge skills of "push-pull" cause-effect analysis to explore the influences (events) in an historical timeline (19th Century era) resulting in transforming the reality of teens-at-risk to ignorance into the thirst for lifelong learning.

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**This adolescent step shares "the meaning of history"** by recognizing the worldwide geo-political system and patterns in history for the COMPREHENSIVE story - with the inclusion of Pacific transportation routes - necessary for interdisciplinary understanding the bio-interaction in science.

As an orientation, please review these definitions based on how our US History grows from the emotion that defines the reality:

1. multi-cultural is people rooted in the landscape and geo-connections, not ethno-centricity that is isolated.
2. me-centric is ego-centric of having the emotional self-interest, not serving to expand community awareness and the interconnections with others sharing the landscape and emotion heritage of place.

When you have an ignorant committee of officials and writers not prepared - with degrees - but are trained to put the political system first - as the foundation for the historical process (not growing learning from the landscape's heritage), then the result is California will again rank no. 49 for education in the nation, not due to gold rush miners or a 49er football team. (Please don't forget how a sense of humor is key to Keep California Golden!)

The geo framework does not to invent superficial solution of diversity for inclusion. This reality is a "protestant" method to determine what is the sacred and the profane.

Geography as the window working as the inclusive framework. Its roots are classic because they connect to all of humanity's knowledge in history. Political systems for their economy are subset.

Now you understand the fact of how maritime "roots" routes inclusion opens the Pacific window of geography for accurate science. This fertile soil is needed for STEM, not just the Social Sciences to transform knowledge in education. Geography is the connector of the physical to the human experience.

We all wish to see our diversity respected in history. The political system is part of the framework building upon the essential foundation - that has been missing until now.

You cannot deny the reality of common ignorance - resulting from the lack of being prepared with the new identity, necessary to connection to the land and waters.

Simply the conclusion is this!

**It's a new nation now from the Pacific to the Atlantic with 74% Hispanic first generation US**

born. Like in 1900, we are the leaders now being challenged to reawaken this "Statue of Liberty" national identity with the use of maps and "catholic" tactics for authentic engagement of rural and underserved populations - wanting only security and material wealth.

The access and equity for diverse learners is the accurate foundation of science for the working framework - to advance understanding the economy and its historical record for all people - not having an institutional bias about how pioneers planted the seeds for our future.

Again, it is for this the inclusion of maritime - ignored in the past - is the golden key schools to open local windows to world origins and influences.

The measured result fulfills youth learning potential as teenagers wanting to know about their place in the world.

Best,